

SHAW HEIGHTS ELEMENTARY

1495 Frierson Rd.
Shaw AFB, SC 29252

GRADES 2-3 Elementary School

ENROLLMENT 607 Students

PRINCIPAL Helen Lee 803-666-2335

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	55	26	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

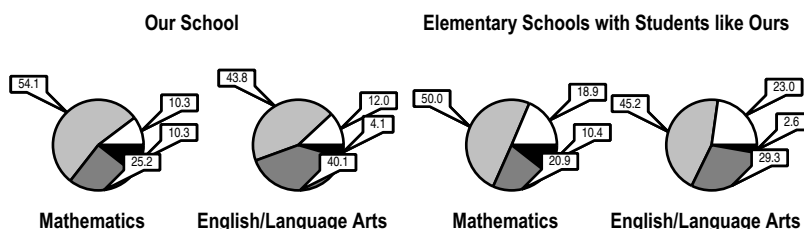
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	218	112
Percent satisfied with learning environment	100.0%	87.2%	81.8%
Percent satisfied with social and physical environment	100.0%	82.6%	74.1%
Percent satisfied with home-school relations	87.5%	90.7%	85.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	268	100.0	12.0	43.8	40.1	4.1	44.2	17.6
Gender								
Male	139	100.0	14.6	41.5	43.1	0.8	43.9	17.6
Female	129	100.0	9.2	46.2	37.0	7.6	44.5	17.6
Racial/Ethnic Group								
White	123	100.0	12.0	35.2	46.3	6.5	52.8	17.6
African-American	128	100.0	12.6	53.8	31.1	2.5	33.6	17.6
Asian/Pacific Islander	12	100.0	N/A	20.0	80.0	N/A	80.0	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	244	100.0	11.0	44.3	40.4	4.4	44.7	17.6
Disabled	24	100.0	28.6	35.7	35.7	N/A	35.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	268	100.0	10.9	44.1	40.8	4.2	45.0	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	267	100.0	11.0	43.9	40.9	4.2	45.1	17.6
Socio-Economic Status								
Subsidized meals	168	100.0	10.8	50.7	36.5	2.0	38.5	17.6
Full-pay meals	100	100.0	11.1	33.3	47.8	7.8	55.6	17.6

Mathematics								
All students	268	100.0	10.3	54.1	25.2	10.3	35.5	15.5
Gender								
Male	139	100.0	9.8	56.1	23.6	10.6	34.1	15.5
Female	129	100.0	10.9	52.1	26.9	10.1	37.0	15.5
Racial/Ethnic Group								
White	123	100.0	12.0	43.5	29.6	14.8	44.4	15.5
African-American	128	100.0	9.2	64.7	20.2	5.9	26.1	15.5
Asian/Pacific Islander	12	100.0	N/A	40.0	40.0	20.0	60.0	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	244	100.0	9.6	53.1	26.3	11.0	37.3	15.5
Disabled	24	100.0	21.4	71.4	7.1	N/A	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	268	100.0	9.2	54.6	25.6	10.5	36.1	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	267	100.0	9.3	54.4	25.7	10.5	36.3	15.5
Socio-Economic Status								
Subsidized meals	168	100.0	9.5	59.5	23.0	8.1	31.1	15.5
Full-pay meals	100	100.0	8.9	46.7	30.0	14.4	44.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	252	N/A	10.0	39.2	45.6	5.2	50.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	268	100.0	12.0	43.8	40.1	4.1	44.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	252	N/A	23.2	50.8	16.4	9.6	26.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	268	100.0	10.3	54.1	25.2	10.3	35.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 607)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 4.5%	3.1%	2.4%
Attendance rate	96.8%	Up from 96.6%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.2%	Down from 15.7%	15.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Up from 4.0%	9.0%	8.0%
Older than usual for grade	4.0%	Up from 2.9%	1.0%	1.1%
Suspended or expelled	0.2%	Down from 0.7%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Up from 40.0%	46.3%	50.0%
Continuing contract teachers	83.8%	Up from 82.5%	87.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.7%	Down from 84.5%	88.2%	86.2%
Teacher attendance rate	96.3%	Down from 96.6%	95.2%	95.3%
Average teacher salary	\$37,363	Up 1.4%	\$39,681	\$39,909
Prof. development days/teacher	12.9 days	N/R	10.9 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	21.5 to 1	Up from 13.1 to 1	19.2 to 1	18.9 to 1
Prime instructional time	92.2%	Down from 92.8%	89.8%	89.7%
Dollars spent per pupil*	\$5,060	Up 2.7%	\$5,815	\$5,892
Percent spent on teacher salaries*	61.8%	Down from 66.9%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	41.5%	Down from 84.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The past year at Shaw Heights Elementary School has been very productive. We continue our commitment to improving student achievement by holding high expectations for learning accomplishments. Some of our accomplishments are that 90% of third graders met the standard for English/Language Arts on the PACT assessment and 76.8% of third graders met the standard for Mathematics on the PACT assessment. Through the use of our CCC lab and Lightspan lab and deployment, students in both grades were exposed to computer concepts and skills necessary to succeed in the 21st century.

The greatest barriers we faced were the larger class sizes and lack of adequate funding due to budget cuts. The larger numbers of students per teacher was a factor in social adjustment, which negatively impacted discipline.

Nine of our teachers completed the Governor's Reading Initiative Program this year. As a recipient of the SC READS Grant, eighteen teachers and the two administrators are being extensively trained in best practices for the teaching of reading.

Shaw Air Force Base personnel as well as parents and community members spend a great deal of time and effort working with our teachers and students to provide for our needs. The Shaw Heights faculty and staff work well with the community, and we are happy to be a part of it.

Mrs. Helen M. Lee, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.